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Group Lesson plan

Read 525 Digital Literacy

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Two-Day Interactive Read Aloud Lesson Plan:

The Very Cranky Bear by Nick Bland

Rationale and overview:

The Very Cranky Bear is an illustrated paperback and false tale written in 2008 by Nick Bland. It is a tale about five animals a bear, moose, lion, zebra, and a sheep. It is cold and rainy outside and moose, lion, zebra, and sheep were looking for a warm dry place to play a game of cards. They thought that they found the ideal place to play and wandered into a cave, but they didn’t realize that there was a very cranky bear sleeping in that cave. They accidentally awakened the bear and he chased them out of his cave with a very loud roar! They realized that if they could make bear happy he might allow them to play in his cave. After their failed attempt to try to please bear, he shouts at sheep and says “ALL I REALLY WANT IS A QUIET PLACE TO SLEEP!” The clever sheep comes up with an idea to clip off all of her wool, stuff it into a cotton bag and make a pillow for bear. Sheep tip toes back into the cave and politely asks bear, if he would like a pillow for his head, content, bear falls asleep and the other animals enter the cave and quietly continue to play their game of cards alongside bear as he sleeps.

This paperback was selected, because it is a story with an intricate plan that promotes children to make various predictions about the main characters, their dilemma, emotions, and risks as the tale develops. For example, the children must predict the underlying reason why moose, lion, zebra, and sheep would risk their lives to try to please bear since the reason for them doing so is not clearly mentioned in the story. The children are also given the opportunity to contemplate bears thoughts and feelings and why he originally is so rude and cranky towards the other animals and throws them out of his cave, but than later accepts the pillow from sheep, since the bear’s reason for needing his sleep also isn’t clearly explained in the story. The topics in the story related to the way we treat others such as being disrespectful, inconsiderate, and inhospitable engrained throughout the story should echo in the minds of children as they are guided in tying the story to their own real life encounters. The paperback provides a lot of appealing language and utilizes quite a few Tier 2 vocabularies (e.g. marvelous, antlers, mane, gnashed, fetched,). The structure of the sentences in the book is difficult and challenges children. I believe that the story is age appropriate for pre kindergarten as well as kindergarten, first, second and third grade students as a read-aloud.

The students will develop various skills in language as well as literacy by using quite a few tactics such as using the voice to help them to understand the word roar. Also demonstrate gnashing teeth as the word gnashed is read in the text. Explain the words antlers, mane, and stripes by simply pointing to the illustrations in the book. The children will also learn how to use an expanding and expressive vocabulary, and teach them how to do so by modeling how to use new language while reading the text, “Wow! Look at the lion’s marvelous mane. I wish I had a golden mane just like lion’s,” point to hair. Also teach them how to engage in conversations, interact during a read aloud, retell stories and perhaps speak about another time or place by asking them various open ended questions such as; can you tell me about a time when you’ve seen a lion? Can you retell the story in your own words? The book is loaded with rhyming words, so teach them how to notice rhyming words by simply pointing out some of the rhyming words in the text by saying, “gold and cold, those words sound the same they are called rhyming words,” and continue to do this a couple more times during the second and third read aloud.

Context: Pre kindergarten classroom of 15 students, 7 of whom are English Language Learners who are currently in the early stages of language production of second language acquisition. 6 have a home language of Spanish and 1 has a home language of Arabic. Kindergarten and First Grade classroom of 20 students, 15 of whom are English Language Learners who have a home language of Spanish.Second and Third Grade classroom of 20 students, 11 of whom are English Language Learners, 1 has a home language of Arabic, 10

have a home language of Spanish.

Learning Objectives:

Students will be able to comprehend as well as give details of a few of the important dilemmas that the animals come across in the story, as well as how they are able to overcome these dilemmas.

Students will be able to comprehend as well as utilize rare or fresh terms from the text. Some of these words include marvelous, fetched, antlers, gnashed, mane, wool, and clippers.

Students will be able to interact and converse with others by sharing a similar experience from one of the topics in the book for example maybe one of them has gone to the zoo and actually seen a lion’s mane or a zebras stripes.

Students will be able to utilize their emergent writing skills by placing a check on a chart next to their favorite animal in the story and recording the actual name of their favorite animal on a shared writing chart.

Standards:

1. **LA&L 3.3.C.1 Engage in language play**
2. **LA&L 3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions.**
3. **LA&L 3.3.A.6 Recognize that print is read in the story.**
4. **LA&L 3.2.10 Use new vocabulary and ask questions to extend understanding of words.**

1. **LA&L 3.3.B.4 Answer simple recall and comprehension questions about the being read.**
2. **LA&L 3.3.B.6 Show an understanding of the story structure.**
3. **LA&L 3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.**
4. **LA&L 3.4.1 Ask adults to write.**

Materials:

Book- The Very Cranky Bear, animal props lion, bear, moose, sheep, and zebra, a small cardboard box, a small pillow chart paper and markers.

Day 1

Before Reading:

Anticipatory activity:

I remember a time when I had a friend who was really upset and was crying. I tried my very best to make her feel better. I asked her why she was so upset but she didn’t answer. I shared my toys with her but she wouldn’t play with them. I even gave her a big hug, but she was still very upset. When her mommy came to pick her up all of a sudden she smiled and she stopped crying and that’s when I realized that all she really wanted was her mommy. Have you ever been really upset? A few volunteers will be given the opportunity to share their experience with the whole class.

Book Introduction

Begin by telling the students “This is a story about a very cranky bear ( show bear prop) and four friends who wanted to cheer him up. The four friends were moose, lion, zebra, and sheep. ( show the children each animal prop) Bear lives in a cave (show small box to demonstrate that it is bears cave) and he needs to sleep very badly or he will be very upset. ” (Place bear into small box in sleeping position) there’s a problem moose, zebra, lion, and sheep go into bears cave and they wake him up. Bear is very cranky. Moose, zebra, lion, and sheep really want to make him happy and help him to fall asleep again. Let’s read to find out if they can make him happy, and if he can get back to sleep.

During Reading:

Begin reading the book aloud enthusiastically. Utilize voice as well as facial expressions to grab hold of and keep the attention of the students while reading utilize various techniques to support the vocabulary in the text to help the student’s to be able to comprehend meaning from rare words in the text.

Vocabulary support techniques: To be used during the reading.

Antlers, marvelous, and mane: While reading, point to the illustrations in the book and say “These are Antlers.” “This is lion’s marvelous mane.”

clippers: Explain, “this is like a pair of scissors that we use for cutting things.”

Wool: While reading point to the illustration of sheep and say this is what her wool looks like.

Gnashed: Demonstrate gnashing teeth while reading.

Roar: Use tone of voice to demonstrate a very loud roar.

Fetched: Explain, “It’s when you go and get something.”

Think-aloud analytic comments and predicting questions:

Responding with feelings on p. 2; Say, “Wow!” I am really happy for zebra, lion, moose, and sheep. I’ll bet that they are really happy to get out of the cold and wet rain.”

Responding with connections on p. 3 Say, “This picture reminds me of a time when I played a game of cards with my friends.”

Responding with a prediction on p. 4 Say, “Uh-oh it’s really dark in that cave. I’ll bet there’s a bear sleeping in that cave and he is going to be really upset if they wake him up.”

Responding with an inference on p. 18 Say, “Oh my goodness, I’ll bet sheep was really scared when bear roared at her.”

Responding with an inference on p. 20 Say, “Wow. I’ll bet bear felt relieved when he saw sheep with that pillow that she made for him. I know he is going to fall asleep now.”

Asking children to predict: on p. 14, when sheep is left alone outside of the cave waiting for her friends ask, “What do you think sheep will do if she doesn’t hear from her friends soon?”

After Reading:

Open ended questions: To be discussed after reading

Why do you think bear was so eager to get some sleep?

Why didn’t zebra, moose, sheep, and lion just find another place to play?

How do you think sheep felt all alone outside in the cold wet rain waiting for his friends? Why?

When sheep was outside in the cold wet rain all by himself waiting for his friends why was he getting worried?

How do you think sheep felt when bear accepted the pillow that she made for him? How do you think bear felt when sheep gave him the pillow?

Day 2: Repeated Reading

BEFORE READING:

Remind children about the book they read yesterday:

Say, “Boys and girls, we read this book yesterday. Can you remember what the book is about? Can you tell me the names of the main characters in the story? You can probably remember that bear is very cranky because he really wants to sleep. Who can remember what zebra, moose, sheep, and lion do to try and make bear feel better? What was sheep making for bear and did it help him to fall asleep?

During Reading:

Revisit Vocabulary

Reread the story to the children, and revisit the same vocabulary, but this time include a more clear definition of the terminology.

Antlers, marvelous, mane: Point to the illustrations in the book and ask the children very briefly who can tell us what antlers are? Who can tell us what a marvelous mane is?

Clippers: Point to the illustration and explain that clippers are long sharp scissors, which we use for cutting many things like paper, hair, and fabric.

Wool: Ask the children who remembers what wool is. What can you tell me about wool?

Gnashed: Demonstrate and explain gnashing, and that it’s something that animals might do to show that they are angry.

Roar: Demonstrate and explain roar, and that it’s a very loud noise that animals make when they are angry.

Fetched: Ask the children who remembers what the sheep fetched. What does it mean to go and fetch something?

3. Make additional analytic/think aloud comments to probe details that weren’t explored on Day 1: (with a focus on secondary characters).

1. Responding with an inference on p.20 Say, it seems as if bear didn’t even recognize that a pillow could help him sleep. I wonder if bear ever thought about making a pillow for himself.

2. Responding with an inference on p. 18 Say,” you can see how angry bear is by the look on his face. I’ll bet sheep doesn’t realize that bear needs to hibernate, because that’s what bears do during the winter they need to sleep for a very long time.”

3. Responding with an inference on p.18 Say, you can see how scared sheep is by the look on her face. I’ll bet she is thinking of a way to get bear to calm down.

4. Responding with feelings on p. 2 Say, “It’s a really good thing that they all got out of the rain.

After Reading

4. After Reading “Explanation” Questions

1. At the beginning of the story bear throws all of his friends out of the cave, he gnashed his teeth and chased them away. Why do you think bear did this?

2. Why do you think sheep takes a risk at the end of the story and goes into the cave all by herself to give bear the pillow?

3. What is your favorite character in the story? Why?

5. Extension activity: Writing/ Home –School connection:

In all grade levels parents will take turns taking the book home and will reread the story to their child at bedtime. In school children will place a check mark on chart paper next to the name and picture of their favorite character in the story. In a shared writing activity Children will also draw and write about their favorite character in the story and why they

chose this character. Begin by modeling what your favorite character in the story is and why.Think out loud in front of the whole class and say, “My favorite character in the story is sheep because I think that sheep was really brave. Demonstrate the writing process by creating a drawing of sheep and write a sentence underneath it saying Sheep is brave. Ask the children to create their own drawing of their favorite character. Upon completion of their drawing, ask them why they chose this character and write down the child’s exact words.

6. Assessment:

Observe, listen, as well as document the children’s in class participation throughout debate before, during, as well as after the readings to determine if the students are meeting the targeted objectives. This will be done by taking anecdotal records also have one on one brief conversation with students during the extension activity to be able to see to what extent the students are able to relate the story to their very own personal trials and tribulations in their own lives.

7. ELL/ DLL Adaptations

In order to meet the needs of English Language Learners in the classroom adjust the read aloud by using several strategies. For those children whom share the same home language with the instructor plan to read the story in that language as well. Plan to utilize various props to be able to help the children to comprehend the story. Provide the students with the opportunity to listen to the story on tape in the listening center during center time so that they can familiarize themselves with the story. Also read the story in flannel board form as well as retelling the story using a clothesline approach with various picture cards that the students will attach themselves onto the clothes line utilizing clothes pins as you retell the story in the home language.

Home School Connection

Prekindergarten students will visit the media center and watch and listen to an animated version of The Very Cranky Bear by Nick Bland in which they will engage in a follow up shared

writing activity and immediately put on a puppet show utilizing props to act out the story. Teachers will than establish a lending library in which each child will take the book home and

have their child retell the story in their own words and also give the parents the link to the story so that they can access it at home.

Kindergarten and First Grade in class assignment engage in a sequencing activity in which they have to recall the events of the story and retell the story in their own words. Than

follow up with a rhyming activity in which they will identify rhyming words. Homework students will engage in a writing activity in which they will recall a time where they felt like the cranky bear and how they will dealt with it then write and discuss it with their parents or legal guardians.

Second and Third Grade in class assignment students will learn about the hibernation process and engage in a writing activity in which they will create their own version of what occurs

when a bear hibernates. Homework students will surf the internet with parents or legal guardians and find out whether or not the other characters in the story hibernate as well.

For the children whose language the instructor does not share provide all of the activities stated above allow them to take the story home so that parents can translate it from English to home language. Ask families if they can teach the instructor the names of the characters in the story and a few of the important words crucial to understanding the story such as sleep, cranky, scared, cave and pillow so that teachers can read the story to the children utilizing the props while adding the words so that the child can comprehend. Have various copies of the book in class because it will be required that all of the students take the book home eventually for it to be read at home by their parents or legal guardians as a homework assignment preferably before bed as a bedtime story.